

## CHEROKEE TRAIL ELEMENTARY

6219 Highway 184 E.  
Donalds, South Carolina 29638

**GRADES** K-7 Middle School

**ENROLLMENT** 424 Students

**PRINCIPAL** Chester King 864-379-8500

**SUPERINTENDENT** C. Michael Campbell, Ph.D. 864-459-5427

**BOARD CHAIR** Dr. C. Allen Kolb 864-366-9681

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Middle Schools with Students like Ours

Excellent

Good

Average

Below Average

Unsatisfactory

0

6

31

12

0

#### IMPROVEMENT RATING:

**AVERAGE**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

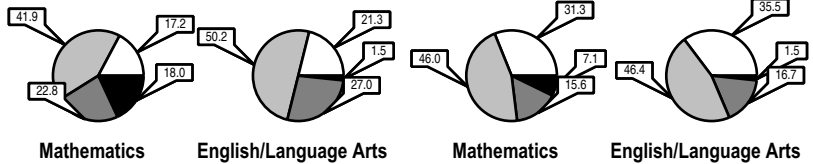
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




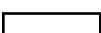
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Average	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	34	59	68
Percent satisfied with learning environment	94.1%	89.8%	86.6%
Percent satisfied with social and physical environment	100.0%	87.9%	84.8%
Percent satisfied with home-school relations	88.2%	91.5%	78.5%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	285	100.0	21.3	50.2	27.0	1.5	28.5	17.6
Gender								
Male	158	100.0	26.2	45.6	26.2	2.0	28.2	17.6
Female	127	100.0	15.3	55.9	28.0	0.8	28.8	17.6
Racial/Ethnic Group								
White	208	100.0	23.4	46.7	27.9	2.0	29.9	17.6
African-American	73	100.0	16.4	61.2	22.4	N/A	22.4	17.6
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	219	100.0	12.9	51.0	34.7	1.5	36.1	17.6
Disabled	66	100.0	47.7	47.7	3.1	1.5	4.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	285	100.0	21.3	50.2	27.0	1.5	28.5	17.6
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	282	100.0	21.2	50.4	26.9	1.5	28.4	17.6
Socio-Economic Status								
Subsidized meals	170	100.0	24.4	53.2	22.4	N/A	22.4	17.6
Full-pay meals	115	100.0	17.1	45.9	33.3	3.6	36.9	17.6

Mathematics								
All students	285	99.6	17.2	41.9	22.8	18.0	40.8	15.5
Gender								
Male	158	100.0	18.1	40.3	22.8	18.8	41.6	15.5
Female	127	99.2	16.1	44.1	22.9	16.9	39.8	15.5
Racial/Ethnic Group								
White	208	100.0	15.7	38.6	25.4	20.3	45.7	15.5
African-American	73	98.6	22.4	53.7	13.4	10.4	23.9	15.5
Asian/Pacific Islander	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	219	99.5	8.4	39.6	28.2	23.8	52.0	15.5
Disabled	66	100.0	44.6	49.2	6.2	N/A	6.2	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	285	99.6	17.2	41.9	22.8	18.0	40.8	15.5
English Proficiency								
Limited English proficient	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	282	99.6	17.4	42.0	22.7	17.8	40.5	15.5
Socio-Economic Status								
Subsidized meals	170	100.0	20.5	47.4	22.4	9.6	32.1	15.5
Full-pay meals	115	99.1	12.6	34.2	23.4	29.7	53.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	54	N/A	27.8	35.2	27.8	9.3	37.0
	Grade 4	37	N/A	8.1	56.8	35.1	N/A	35.1
	Grade 5	59	N/A	20.3	54.2	25.4	N/A	25.4
	Grade 6	58	N/A	26.3	36.8	26.3	10.5	36.8
	Grade 7	47	N/A	17.4	67.4	10.9	4.3	15.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	10.0	52.0	38.0	N/A	38.0
	Grade 4	56	100.0	25.0	50.0	23.1	1.9	25.0
	Grade 5	48	100.0	15.9	61.4	20.5	2.3	22.7
	Grade 6	63	100.0	27.1	44.1	28.8	N/A	28.8
	Grade 7	65	100.0	25.8	46.8	24.2	3.2	27.4
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	54	N/A	13.0	55.6	24.1	7.4	31.5
	Grade 4	37	N/A	35.1	27.0	10.8	27.0	37.8
	Grade 5	59	N/A	16.9	42.4	25.4	15.3	40.7
	Grade 6	58	N/A	14.0	38.6	28.1	19.3	47.4
	Grade 7	47	N/A	10.9	45.7	19.6	23.9	43.5
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	53	100.0	20.0	48.0	24.0	8.0	32.0
	Grade 4	56	100.0	11.5	63.5	17.3	7.7	25.0
	Grade 5	48	97.9	34.1	31.8	20.5	13.6	34.1
	Grade 6	63	100.0	6.8	39.0	33.9	20.3	54.2
	Grade 7	65	100.0	17.7	29.0	17.7	35.5	53.2
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 424)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	12.3%	14.4%
Retention rate	3.4%	Down from 7.4%	2.9%	2.3%
Attendance rate	91.7%	Down from 96.1%	94.8%	95.2%
Eligible for gifted and talented	12.2%	Up from 11.0%	12.4%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	16.7%	Up from 14.8%	15.0%	14.1%
Older than usual for grade	3.5%	Up from 2.5%	4.6%	4.9%
Suspended or expelled	0.0%	Down from 0.2%	1.2%	1.3%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 29)				
Teachers with advanced degrees	51.7%	Down from 53.6%	45.7%	47.1%
Continuing contract teachers	93.1%	Down from 96.4%	80.0%	82.5%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.9%	Down from 96.0%	82.7%	84.3%
Teacher attendance rate	97.4%	Up from 95.7%	94.8%	95.0%
Average teacher salary	\$39,856	Down 2.7%	\$38,918	\$39,924
Prof. development days/teacher	9.7 days	Up from 6.5 days	10.8 days	10.7 days

School				
Principal's years at school	12.0	Up from 11.0	4.0	3.0
Student-teacher ratio	20.3 to 1	Up from 18.6 to 1	20.8 to 1	21.0 to 1
Prime instructional time	88.7%	Down from 90.9%	88.4%	88.9%
Dollars spent per pupil*	\$5,547	Up 2.6%	\$5,733	\$5,854
Percent spent on teacher salaries*	69.0%	Down from 69.4%	62.0%	62.0%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	95.4%	94.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

This has been a successful year at Cherokee Trail Elementary. We are striving to provide all our students with a quality education that will allow them to succeed in life. Your continued support of our school is appreciated. Listed are some of the highlights of the 2002-2003 school year.

\*Cherokee Trail Elementary continues to be accredited with the Southern Association of Colleges and Schools and with the State of South Carolina.

\*Our entire faculty continues to improve their technology proficiency as defined by the State Department of Education.

\*Our school received a school grade of 'Good' on the Elementary and Middle School State Report Card.

\*Our school had the District's Lieutenant Governor's Essay Contest winner.

\*Joyce Culbreth was selected as our Teacher of the Year. She will be competing for the district honor at the beginning of the 2003 school year.

\*Our PTO made significant contributions to school improvements. The PTO helped fund playground improvements, teacher appreciation, student rewards, and other needed projects.

\*An after school program was established to provide assistance to students who needed instruction to focus on the state learning standards.

\*Eight seventh grade students who entered the US Army's East Cyber Mission challenge math contest were awarded \$20,000 in US Savings Bonds.

\*In the Duke Talent Search Identification Program, we had four State Finalist and one National Finalist.

\*A seventh grade student at our school was the Abbeville County Spelling Bee Champion.

\*A second computer lab was added to assist with instruction.

\*Homework assignments are posted weekly on the West Carolina Rural Telephone Website.

\*New maps were purchased for all grade levels to enhance instruction in the social studies curriculum.

\*All teachers completed Thinking Maps Training to better assist with instruction and student retention of learning objectives.

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.